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ABSTRACT

An understanding of the professional development of educators involved in career education is necessary for an understanding of changes occurring in the field of education. Changes brought about in education have caused shifts in the professional and occupational behavior of educators, only some of whom perceive themselves as change agents. Educators' needs and values are changing, due in part to a greater emphasis placed on work values and expectations similar to those held by workers in general. A characterization of today's educator shows a variety of identified values and responsibilities which can be transformed into learning experiences. Job security is a factor which influences educator change and is applicable to other work situations as well. The continued growth in career education has been possible because it calls for a wider group of educator and student responsibilities, skills, and new behaviors. Educators actively involved in career education can be seen as providing a model of professionalism which appears to have achieved an equitable balance between the goals of an institution and the individual goals of its members. These educators will exact from any future definition of professionalism a far more explicit understanding of their roles in implementing a changing institutional image. A three-page bibliography is included. (Author/EC)

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Career Education: A Professional Introspection

A Monograph Prepared for the Project

The Status and Progress of Career Education

OEC-0-74-3537

by

Nancy M. Pinson

Council of Chief State School Officers
Washington, D.C.

January, 1975

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

In a national survey conducted by Jesser (1974) for the Council of Chief State School Officers, it was found that Career Education and Professional Development were closely allied as top priorities of State Departments of Education. This salutary association of an educational proposal with its primary facilitating group is indeed a tribute to the sensibilities of educational management. There is a pressing need, however, to deal openly with the reality that every institution contemplating change must face. If a difference is to be effected in either the product or service with which it is associated, those who work within such institutions must be among the first beneficiaries of that proposed change.

Through examining the behavior of practitioners involved with Career Education, this monograph will suggest a model for professionalism which might effectively integrate institutional and individual goals.

Introduction

Career Education, like every educational thrust preceding it, has been responsible for a marked increase in the volume of spoken and published words. While these words have followed the traditional pattern of describing the form and substance of the given thesis in terms of expected benefits to a population of receivers, little if any attention has been given to the needs, strengths, and values of the adults who will activate those benefits.

This tendency to remain silent about the individuals behind the array of services and resources characterizing any educational change appears to be related to a universally held belief of educators: that it is somehow inappropriate to intrude the fact of their own humanity upon any grand design which they hope will affect countless others.

The image of the public servant whose single purpose in life is that of lifting others out of ignorance has been both costly and dishonest, for if this illusion has served us well at the threshhold of reform, its impotency is responsible for its brief tenure. Why do we continue to believe that, given the need and tools for change, change will in fact take place? Part of the answer lies in our conviction that these givens are good and sufficient in and of themselves, and it is during this period of exuberance that we create the material relics which too often are the sole legacy of our belief: the buildings, the texts, the materials, and the tools which bear the name of our idea. If we do experience a gradual but inexorable loss of energy, we attribute this to a number of acceptable causes: task difficulty, resource scarcity, or lack of public support. It is unthinkable to suggest the alternatives of loneliness, loss of heart, and a diminishing audience--rapidly growing mute. Must Career Education, now at a peak of exuber-

ance, acceptance, and challenge, be forced to repeat a pattern which denies the fundamental needs of educators? It simply cannot afford to do so--even at the cost of time and initial support.

Unproductive myths about educators are best exploded at a time when educators first begin to feel uneasy about them. In Career Education, we have reached that time. We can be fairly certain that a majority of practitioners have taken a position based on either or both expectation or experience. This majority agrees that the fever of definition, exhortation and information-gathering associated with this, as with any educational thrust, has nearly run its course. They are now asking, and must receive answers to questions which are fundamental to a personal as well as professional investment in change. The prognosis for Career Education's survival--however beneficial it now appears to be with students--will depend upon the answers to questions such as:

- How much and what kind of change in educational behavior is required?
- In what settings, through whom, and by what means should these changes be facilitated?
- Through what reward system will educators derive reasons for maintaining this new behavior?

Precedents for Change; Past and Present

Educational change has never been free of an element of moral overstrain and an accompanying loss of humor. Traditionally, such change has been equated with a wrong to be righted. If joy accompanied that process, it could not show on the faces of those engaged in it. In fact, the more sensible and humble a modification or change was to be, the more noble and exalted was the opening chorus heralding its coming. Only briefly have practicing educators been allowed to share this moment of messianic fervor with their leaders, and as Hofstedter (1963) has noted, their ability to move purposefully beyond pejoration into becoming self-defined instruments for change has never been seriously cultivated or reinforced by those responsible for the professional development of educators.

Changing Roles and Expectations

Over one hundred years of equating change with massive doses of professional remediation and standardization has succeeded in the development of sophisticated new methods, tools, and curriculum. But at the same time, it has placed today's educational practitioner in a position of curious ambivalence. With every conceivable resource at hand to facilitate the instructional or counseling task, the practitioner is often confounded by the pervasive feeling that there is nothing left to do. This could mean that as educators sense their shift from a seeking or professional style of behavior to a uniformly standard occupational style of behavior, some valuable but as yet unexplored option is perceived as being removed from them. Thelen's (1973) assessment of this anomie seems unerringly on target: a lessening expectation that they, as opposed to their new tools and methods, were ever important factors in the change proposed.

Only recently has this phenomenon of the recurring shift from professional to occupational behavior in educators been associated with the period when the implementation of change is to take place. While this recognition cannot be formally credited to those who support Career Education, no single factor contributing to this discovery stands out as clearly as does the increased sensitivity of all of our public institutions to an incipient or actual human rootlessness, if not alienation within those they employ or serve. If this is termed student unrest in the classroom and worker alienation in the factory, it is no less real in the distinction between those who propose and debate and those who must implement educational reform. In this final distinction can be found every parallel we need to draw between employer and employee, teacher and student, and the organization, its product, and its clientele.

Perhaps the most dramatic illustration of how evidence of this distinction within the ranks of educators will force us to move forward can be found in every page of a hallmark issue of a professional journal.[1] Aptly titled "The Great Alternatives Hassle", this forum convened educational revisionists, romanticists, constructionists, and de-schoolers in a painful but useful debate. The pain occurred when both the reader and the "speakers" recognized that the days of romananticists and de-schoolers were numbered. In spite of their uncanny ability to pinpoint education's weaknesses, neither group really had solutions to offer. Yes, they, like the good sore tooth crying for attention, would be missed, but the futility of continued self-flagellation was finally clear. The debate's usefulness was apparent in the implicit challenge to the con-

[1]The Journal of the National Association of Elementary School Principals, April, 1973.

structionists and revisionists to move out from behind their platforms and typewriters and get into the schools.

But the day went--as most real days must--to the school practitioner who was present on that occasion. With data in hand on the practical limitations and the feasible and desirable alternatives associated with a particular educational setting, this individual could not get help from the experts with an administrative dream of his own.

Even a cursory knowledge of vocational behavior's literature would support the premise that our experts were behaving intransigently at that moment; that is, with a moral, political, or, in this instance, educational dogmatism. The practitioner, on the other hand, elected to display the professionalism associated with balancing introspection and inquiry with reality and responsibility.

It follows that if professionalism is defined again in this broader way, it belongs to neither profession nor occupation, but--like leadership--is a behavior which can be acquired, avoided, or cultivated within electricians and educators alike. Since this implies that no amount or kind of intellectual baggage brought to a given situation insures its actual entry or application to that situation, perhaps we should look more closely at what we have learned from sociologists, organizational analysts and behavioral scientists.

Unlike observations of educators within the finite limits of the classroom, "subjects" of sociologists, organizational analysts, and behavioral scientists are usually observed against broad dimensions of youth or age, cultural or socioeconomic milieus, or the strata of management and labor in which they move. Moreover, the objective of at least a majority of these observations has been to discover what distinguishes those who seem to be altering or influencing their environments from

those who seem to have little or no effect on them. Because this distinction is almost always based upon the ability of the former group to act in some decisive and visible way, is it unreasonable to suggest that educators be allowed to demonstrate similar distinctions from one another?

The fact that a small number of thoughtful studies are taking this direction is encouraging, particularly because they are wholeheartedly supported by a vastly richer and more alert educational leadership. This support, and its diversity, is well illustrated in a recent text edited by Rubin (1973). In this volume, contributing authors Tyler, Thelen, Jackson, and Meade--among others--speak of professional development in a language growing remarkably similar to that used by Herzberg, Gross, Jacobs, Brooks, and Terkel as they have addressed the dynamics operating within and between individuals and the workplace.

What is even more significant than this healthy suspicion that the needs of educators are not so very different from the needs of every other working adult after all is the fact that virtually all of the more recent studies are in some way addressing the question as to what values educators consider most important and how they come to obtain, retain, or change them. In addition, more than half of these studies are specifying a constellation of work values as critical predictors of the capacity for change in educators.

It would be easy to conclude that all is well, given the timely direction of this research. But distinctions must be made between the "goodness" of questions asked of educators and the responses they actually give to them. While Gingrich (1969) found that the expectations of education majors were identical to those held by workers in general--e.g. use of abilities, achievement, creativity, social service, responsibility,

and advancement, Coughlan (1968) discovered that half of his practicing educator sample fell into a category termed marginal or residual--a euphemism accounting for this group's reluctance or inability to specify more than an operational altruism as their reason for being. This apparent reduction of a reassuringly human list of expectations to a single category bears out Coughlan's conviction that, because education has not offered a comprehensive and clearcut model of professionalism, both the expectancy (and the safe response) of "too many" educators is limited to altruism. Super's (1957, 1970) work gives credence to this general finding and adds an interesting observation. He noted that practicing counselors, while also naming altruism as a work value, will publish needs of reward and prestige, and their intention to actively seek their fulfillment. Not only should we ponder this, we should re-examine every stereotype we have built about the differences between teachers of the practical and the abstract, of the student or of the "subject", for they are probably more illusory than real. Russell (1971) found that educators with high change orientation scores were evenly distributed across shops, laboratories, administrative offices and classrooms and were able, without exception, to supplement the single mode of altruism with citations and demonstrations of opportunity to use their abilities, to influence change in policy, superordinate and colleague, to take on increased responsibility, and to expect and receive a measure of recognition for all of these. Certainly these--and comparable studies by Brawer (1971) and Park (1971) who suggest that peopl who function in our educational systems might more profitably (for both themselves and those systems) be exercised through their values and expectations--are beginning to bear an uncanny resemblance to what we are proposing for our students.

Present and future educators must be convinced of the legitimacy and desirability of seeking the personal and interpersonal returns associated with creative professional behavior.

This critical point at which the underlying thesis of Career Education and the professional growth and development of educators join, then, is an obvious one. In proposing an educational intervention that will equip learners of all ages with the power to influence the nature and the direction of the work they will ultimately choose to do, the interventionists--the practitioners--must surely be given the same opportunity.

Who is Today's Educator?

Today's educator is probably not as likely to be limited to the white, anglo-saxon Protestant stereotype as might have been the case fifty or even twenty-five years ago. But beyond today's more equitable distribution of race, sex, and creed in the ranks of our profession, how do we describe an individual who fits somewhere between our gloomiest assesments and our highest expectations? Aside from the difficulty of placing limits on the assignment , "educator", (should it include school counselor, school psychologist, administrator, and supervisor and if not, why not?), one is forced to draw a majority of judgments from the natural and often polarized biases in individuals who are now or once were educators themselves. Yet some generalizations can be made--if only because they can be observed as differences between this generation of educators and those who proceded them.

Educators have won, or earned by default, certain characterizations, and in fact often use them to describe themselves. Such characterizations have been echoed or modified by a wider and increasingly more education-attuned group of authorities and tyros in almost every walk of life.

IS IT BECAUSE EDUCATORS ARE NOW	THAT THEY ARE ALSO SEEN AS . . .
"...more intensively trained, more confident, and at a high level of technical competence... [(E) Bush, Rand, English]	less passionate, less animate, less motivated?" [(E) Thelen]
"...willing to part with some didactic license in exchange for access to other instructional media or equipment... [(E) Bush]	underworked - not by choice but by external standard?" [(E) Jackson] . . . . less able to declare ownership or control of the "tools" brought to the task?" [(H) Brooks]
"...becoming sensitive to the disharmony of ritualistic teaching behavior and the values and beliefs operating in their non-school experiences... [(E) Thelen]	[transforming] the frustrated human need to leave an imprint of themselves upon their work..."[P.S.] Green] into a pseudo-militancy with extrinsic reward as its focus?" [(E) Corwin] more vulnerable to psychosomatic malaise?" [(E) Sipp and (E) Bonner]
"...demanding inclusion in the educational decision-making process... [(E) Rand, English and others]	believing without question that either or both professional and organizational goals are dehumanistic and closed?" [(H) Hofstadter] unable to specify a personal model of professionalism which also integrates and supports organizational purposes?" [(E) Coughlan]
"...requesting more responsibility, more variety, and more time for planning and working together... [an (E) and (S) truism confirmed in the field]	making the belated discovery that they have looked upon the education major as a substitute for the act of personal career planning...?" [(E) Hoyt] anxious to shake an occupation solitude?" [(E) Rubin, Thelen] more openly searching for daily meaning as well as daily bread?" [(P) Terkel]

(E)ducator, (J)ournalist, (H)istorian, (P)hilosopher, (S)ociologist

The preceding "profile" may not "fit" any one educator. It may, however, pose some questions about the image which today's educators appear to project.

It could be argued by some that this choice of viewpoints has painted the educator with a bleak brush. By the same token, it could also be supported that this individual just looks like a more elderly version of the learner we describe as "today's student". Should this be the case, and as one of our objectives is to determine whether there could be a genuine and reciprocal relationship between a more effective exploitation of educator-power and the thesis underlying Career Education, it might be useful to carry this hypothesis to particular, student-oriented models for testing.

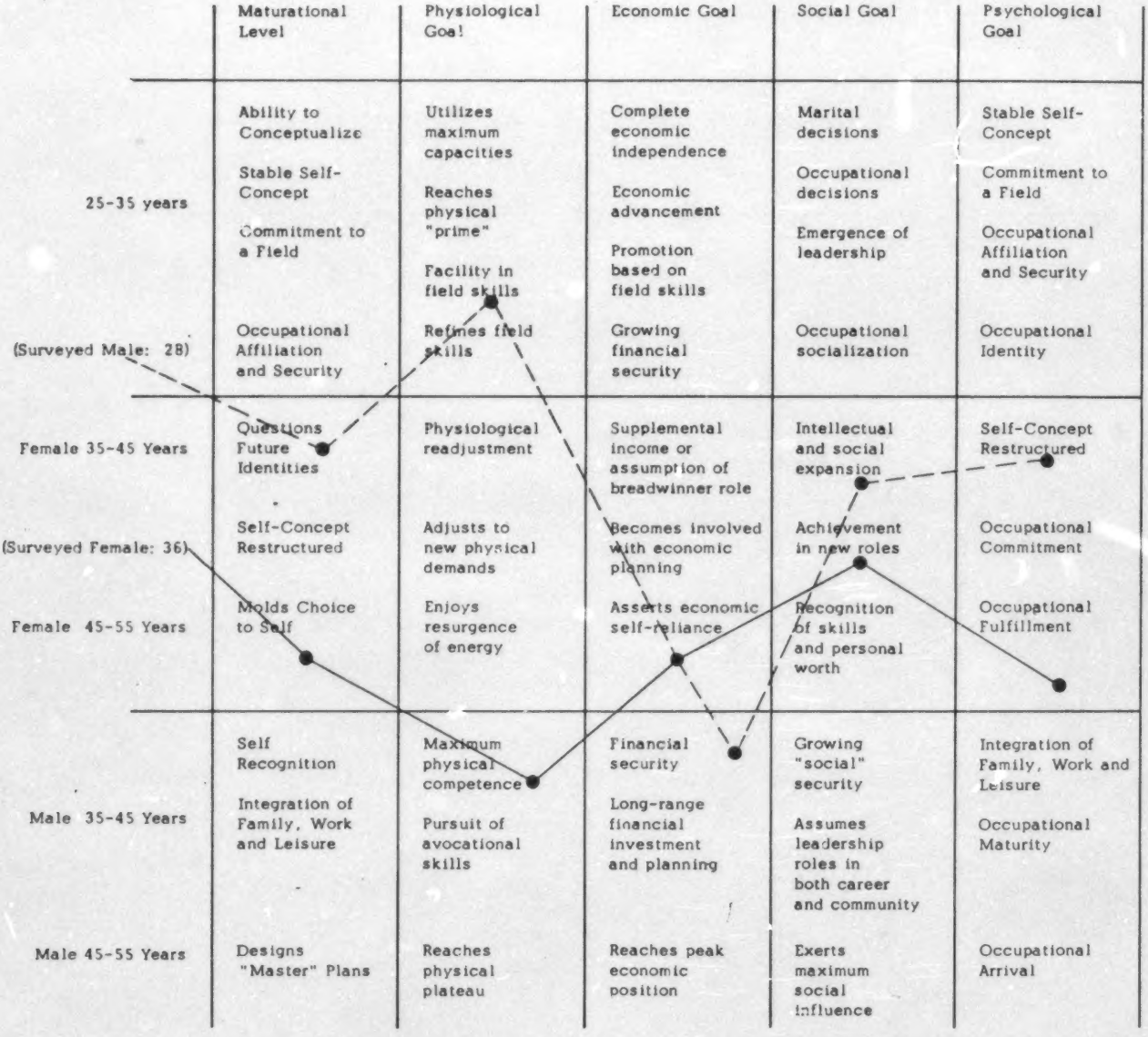
Taking a Closer Look at the Practitioner

Three approaches could be fruitful. In the first, an attempt could be made to estimate where in the continuum of human growth and career development the majority of practicing educators are likely to be. The second would determine if the educator-in-the-aggregate actually does elect most of the life style dimensions of the career area we know as "public and social service". The third approach would ask the educator to select that contract for career maturity which best describes the one he or she is now fulfilling. Each approach is illustrated on the following pages.

[Because the purpose of these "linear predictions" is to allow evidence to accumulate against them as well, educators may find that they, like students, can begin to support either linearity or curvilinearity with equal enthusiasm.]

Figure 1: A Kindergarten through Adult Career Development Model (Pinson and Adams, 1971)

Employing the portion of this model addressing twenty-five to fifty five, readers can compare themselves with the recent self-assessments of male and female educators



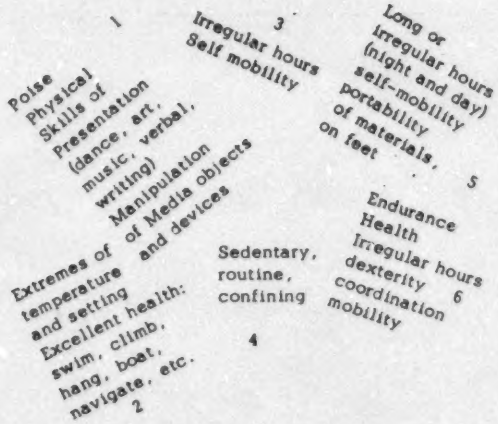
(Here the female has internalized her career choice and now seeks the physical competence, economic self-reliance, and achievement leading to occupational fulfillment. The male is questioning future identity as he seeks skills, security and the intellectual and social expansion leading to a restructured self concept.)

Figure 2: Lifestyles, Taxonomies, and work-orientations
(derived from "Six Perspectives on Eleven Career Areas," Pinson, 1973

Educators say they are here ——————→ People
more often than here: Data or Things

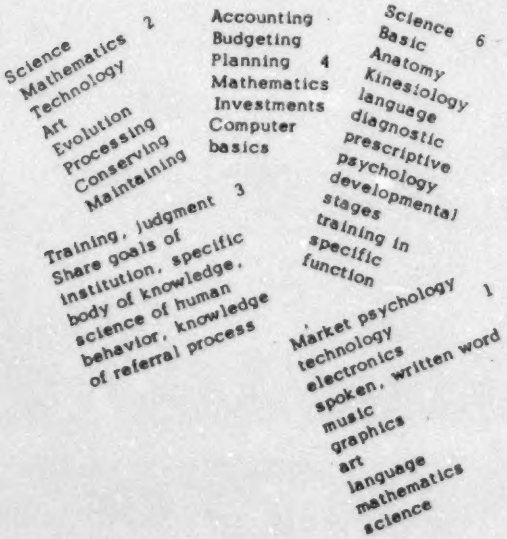
Test this assumption by taking these three steps through the six broad career areas in which people are the primary focus:

1. In which of these six groups are the majority of psychomotor skills you use?



2. If you were unable to rule any of these out, you are now studying some of the affective skills required in these areas:

3. If you ruled out #5 because it mentioned profit motive, look now at the cognitive skills in the five groups: Do they adequately cover those you employ?



Probably not. But for a few moments you were looking at the broad fields of

Banking, Finance and Real Estate (4)
Environment (2)
Health (6)
Communications (1) as well as yours -
Public and Social Services (3)

Figure 3: Three contracts for Career Maturity

Students who are, or are about to be, engaged in an educationally supervised work experience, unpaid internship, or field observation are likely to be within or contracting for one of three stages of career maturity. Assuming that each contract has five categories: self, skills, tools, settings, employer-employee relationships, and interpersonal relationships within the work group, how would you as an educator describe and fill in the contract you are now acting upon?

Minimum Skills required for placement ?

Transferable Skills permitting mobility and change ?

Degree of Skill required for Advancement ?

Self Presentation ?

Self Control ?

Self Value ?

	Need To Know To Get Work A	Need to Know to Keep Work B	Need to Know To Put Work to Work For Me C
Self			
Skills			
Tools			
Setting			
Employer			
Peer Group			

Tool recognition and use ?

Tool adaptation, modification and generalization ?

Tool substitution, origination, or elimination ?

Distinctions and commonalities in multiple work settings ?

Work setting Specifics ?

Demands, rewards, and lifestyles associated with multiple work settings ?

How to assist work group to achieve positive interpersonal relationships and cohesion ?

Employer tolerance threshhold ?

How to influence or assume leadership ?

How to avoid interpersonal conflict ?

How to maintain positive interpersonal relationships in work group ?

How to balance personal cost/benefit with employer expectation ?

There is nothing mysterious or new about proposing to educators that factors of age, intellectual provenance, and training are no assurance of happiness and fulfillment in one's work. What is new is that today's educator is more likely to be found contesting many of the stereotypes under this assumption.

> *Because today's educator more accurately represents and reflects the cultural diversity (and possible anomie) of today's society, opportunity must be given to that individual to prove himself or herself as a resource more durable and more valuable than any material artifact or tool.*

But this combativeness needs the substance and specificity Schlossberg (1974) describes as the response to that state in which "the client was overcome by too many alternatives." When an inservice or professional development procedure relies exclusively upon value-clarification, there is a danger that this gratifying and public catharsis will become the all-encompassing objective for any convening of practicing educators--if it has not already begun to do so. In fact, today's educator is feeling and reacting to a massive consciousness-raising taking place not only at the top level of educational management but in a majority of our social institutions as well.

To suggest that we are behaving irresponsibly with each other-- while we are proposing responsibility to our youth--is strong language indeed. Yet in a decade which has brought a new respect for the finite limits of energy, the cost of ignoring its human equivalent would incalculable. We have been wrong to assume--as we have often tended to do--that there would always be enough of us who would move automatically to do what the rest of us believed should be done. It is only when this fiction is cast aside that we can begin to specify exactly what the implementation of any educational

change will mean to the educator in terms of expenditure and reward. For as one educator recently put it, "Now that I've got all those values clarified, what am I going to do with them?"

A CHANGE IN BEHAVIOR

Having ruled out any notable propensity for change in one as opposed to to another educational setting, and in "subject-oriented" vs. "student-oriented" educators, we should also question the existence of any true difference between the change proclivities of male and female and tenured and non-tenured educators.

While job security is no doubt a very real factor, non-tenured educators are as apt to be found vigorously resisting a proposed change as they might be observed championing its installation. Even when the weights of policy and political pressure are applied, the initially high level of activity one expects is fairly uniform across all levels of experience, sex, and setting. We would then have to conclude that practicing educators are less opposed to change than they are sensitive to the manner in which it is proposed, the proposal's source, and its timing in their own professional lives. Since this conclusion, however correct, could be applied with equal success to almost every working adult, we need to look further to identify those conditions which can be shown to have particular meaning for educators.

Fantini (1973) identified the appearance of a relatively new stimulus for educator change as the fear that the purpose and definition of one's vocation would be diffused among, or decided by, other social institutions. He cited the Alternative Education movement which, as first conceived, was to occur entirely outside formal school confines, and its response: the rapid and energetic efforts of educators to design alternatives which could be incorporated within the educational system.

There is no question that the survival of an institution and its related work functions will--and perhaps should--play a significant part in the initiation of change. But for educators who are unaccustomed to de-

fending their particular societal role, reactivity is too uncomfortable a position to hold for long. It is much more likely that given one bona fide alarm, educators will elect to anticipate and initiate responses to any external needs or forces which are apt to become visible in the foreseeable future.

Career Education is a case in point. Far from being a "new" idea, it is an old and compelling one which seems to recur at those junctures when an educational and a social conscience appear to be speaking with one voice. And because that voice addresses specific and unmet needs of a population with whom each is concerned, it is listened to at first with absorption. It is only when the voice becomes human that it becomes political, and the fitness of the idea is forgotten in the heat of defining "problem" ownership. Here we can recall those earlier instances in which sensitive areas of "Manner of Presentation" and "Source of proposal" did result in a temporary polarization. At that time, the suggestion that work should be a topic or an objective of learning seemed to be an embarrassment to many educators, philosophers, and psychologists, (and even to some "workers" themselves.) The thought that work should or could be more than a necessary evil at the close of an uplifting educational experience--or an annoying interruption of the human one, seemed to divide the more vocal into two emotional camps: one suffering from ergophobia--fearing work as a concept to be discussed, and another characterized by ergophilia--loving work as a concept to be pushed.

Since that time, Career Education fortunately has benefited by the cooling effects of being passed between many sets of hands, and each lease has succeeded in transforming it--and those who held it-- in some observable way. If Career Education now bears little resemblance to its former state

it is largely due to the majority of educators who fell in neither camp, but chose instead to redefine it as a personal as well as professional tool. The personal dimension seems to have been based upon that constellation of motives which has been discussed, while the professional element was perceived as a kind of "go ahead" to be as creative and innovative with one's assigned subject areas and students as one could be.

As it now appears, with no single parameter of subject matter, student age, or student capacity dictating its occurrence, Career Education has been made free to vary in as many ways as students learn, teachers teach, and counselors counsel.

This freedom brings with it mixed blessings. As in any institution or organization, the wider distribution of responsibility resulting from true social exchange tends to temporarily flatten the "productivity" curve in ways in which are often untenable to impatient observers or superordinates alike. In the case of Career Education, we have what Likert (1967) might have termed "innaccurate definitions or measurements by both practitioners and their observers of exactly what productivity is." Compounding this is the addtional expectation of educational change: That educator behavior associated with it be distinct from that observed as a general rule.

The educator who is deeply involved with and committed to the premise and promise of Career Education does not, at first glance, look unlike an administrator, a counselor, or a teacher going about business as usual. Setting and clientele assigments remain unchanged, and there are no differences in the number of on-site materials and tools which could not be accounted for by a normally efficient and far-sighted educational administration. It does not take long, however, for even the most casual of observers to note one over-riding difference: A pervasive feeling that

"these people are acting like they've been given a new lease on life."

Initially, however, the observer may be suspicious about this feeling, and is apt to jot down descriptive adjectives which can be put to the test of continued observation:

> (Appears to be) purposeful, curious, adventuresome, political, active, versatile, resourceful, enthusiastic, innovative; equally oriented to colleagues, students and education, displays (unexpected) familiarity with other fields, shares educator role with others, etc. etc.

Many of these descriptive terms could apply to any effective educator. Some are usually "reserved" for leadership behavior, and all fall into the purview of professionalism. But there are still some distinctions which could be examined:

- Does involvement in Career Education tend to increase the educator's ability to maintain an equitable distribution of energy between students, other staff and educational goals?
- Can a form of political behavior be appropriate in an educational context? If so, can it be functionally related to the premise of Career Education?
- Is there a relationship between the number and kind of people who are apparently sharing the educator role and the increased knowledge of and regard expressed by the educator for "other" competencies and understandings?

Under the restrictions of time, the response to each of these questions appears to be a qualified yes. In the four years which have passed since the term was advanced, those who have observed educator as well as student involvement in Career Education report that movement away from the tool and material purchasing and development character of its earlier stages to the present emphasis--upon revealing and illuminating the versatility of the educator--has supported these affirmatives.

In their pursuit of answers to the questions posed, observers found that:

To question one --with few exceptions, these individuals expressed certainty that Career Education had legitimatized an increase in professional dialogue which they had missed. Beneficial by-products of cross-discipline planning were noted as: (1) increased respect for personal and professional competencies of colleagues; (2) opportunity to effect heterogeneous mixes of students in classes traditionally reserved for one sex or one "ability"; and (3) necessary increase in number of interactions with administration had achieved understanding and growing support of the diverse responsibilities associated with implementing an institutional "image". These educators also reported that because they are particularly sensitive to the fear that academic standards might suffer, their efforts to become accountable have redoubled in the areas in which they are assigned.

To question two --it seems that what we have observed as political behavior is this individual's breaking out of a somewhat passive tradition to become resourceful and agressive about something important to him or her. One educator suggested that she had improved on the PRINCE system--(as well as removing the sex bias) by substituting PRINCIPLE. Her extention of the acronym[1] of the formula to her own situation was expressed this way:

'If you know what you want to happen, in specific terms, then

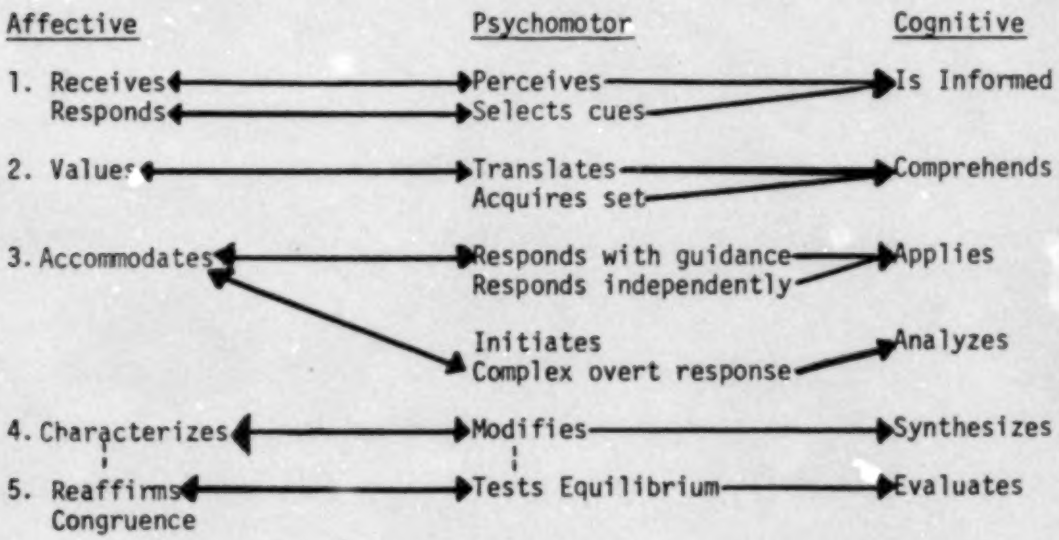
(P)robe
(R)esource availability.
(I)nvolve those you've identified as essential to the outcome.
(N)eutralize
(C)onflict within and between groups by
(I)ntegrating
(P)riorities and priority settings within a general strategy acceptable to the majority.
(L)ead appropriately.
(E)valuate'.

When pressed for an example of "integrating priorities", she told of the English teacher who could see no connection between Chaucer and Career Education until someone pointed out the writer's tendency to perpetuate an occupational hierarchy by naming and ranking his characters according to their work: the weaver, the tailor, etc. This discovery, coupled with the assurance that no one or no idea would supplant or minimize the initial instructional goal, freed the teacher to draw this kind of external analogy across all teaching situations, and to be rewarded by more students for doing so.

[1] Coplin, Wm. D. and O'Leary, Michael K, Everyman's Prince: A Guide to Understanding Your Political Problems, Belmont California: Wadsworth Publishing Company, 1972.

To question three --While confirming the expected relationship between acquired knowledge in new fields and the assignment of portfolio to resource people, most of these educators reported that this was the area of most painful growth. The ability to relinquish exclusive title to educator role was positively related to past or current work experiences in other fields and the "acceptance" of the lifestyles embodied by their new colleagues. The diligence required for objectivity in these new relationships and in presentation to students has resulted, in their words, in the greatest increment of learning.

Chin's (1967) five levels of change--substitution, alteration, variation, restructuring and revaluing--would seem to have gone through some re-ordering with these educators. It appears that having revalued themselves and their goals through this educational thrust, they are now modeling the incremental stages represented by Chin's earlier levels. This hypothesis could be further tested by placing their behavior across a free adaptation of the affective, psychomotor, and cognitive domains addressed by Krathwohl, Simpson and Bloom:



Herr and Cramer (1972) successfully linked factors of personal change with simultaneous changes in social systems. By reversing their "resistance" paradigm to reflect receptivity to change, and paraphrasing those character-

istics said by Hoyt (1974) and others to be evident in individuals participating in Career Education, the following might be observed in these educators, and by inference, their schools:

Institution	Individual	Specific Response
Opens system in order to sense, internally inform, and adjust products and services to manifested need in the environment to be impacted.	Questions habits and patterns of behavior in terms of changing values, needs, and expectations.	After identifying pattern of influence that social, educational, and cultural forces have played upon one's current view of work, shows increased ability in modeling those planning and decision making skills which can give self and students more control over those influences.
Seeks validation of operational norms through testing them as future-oriented hypothesis.	Sacrifices state of equilibrium if personal investment in change is declared essential to achievement of client, social, and superordinate goals.	Takes well calculated risks: revitalizes subject matter by relating it to multiple work settings. Insists on parity of exploratory curriculum across sex and ability. Studies present and future environments in terms of estimated areas of growth, obsolescence, related life styles, working conditions. Involves institution and community in reality testing.
Accumulates a reserve of internal and external energy (resources) permitting stability during periods of feedback until or if innovation becomes absorbed.	Increases range of behaviors and human reference points to the degree that they assume stable, secondary reinforcement characteristics.	Creates new human coalitions through emphasizing collaborative efforts. Activates other instructional sources. Uncovers and uses non-exercised talents in self, colleagues and students. Credentials additional forms of learning, application, and evaluation.

The behavior remarked in those employing Career Education's methods of teaching and counseling can be functionally related to that of the organization or individual willing to question the efficiency of traditional response to new information about its environment.

Much of what has been observed in the behavior of educators involved with Career Education would support the hunch that these people would be the activists in any proposed reform. If there <u>are</u> new and distinguishing characteristics in these individuals, certainly one of them must be their recognition that it would now be virtually impossible to discount or devalue the human and societal coalitions formed to provide for this educational thrust.

The determination of how these new relationships, combined with personally applied weights of cost/benefit and institutional support, could sum to an educator's rationale for change must now be examined.

FACILITATION AND REWARD: FACTORS OF CHANGE

All that we know about arbitrary decisions to change adult behavior can best be summarized by Etzioni's (1972) conclusion that "human beings are not so easy to change after all." In context, however, Etzioni's phrase implies the irresistible force and the immovable object associated with authority and the "normal" resistance to it.

By looking instead at change in adult behavior as the causal effect of change in adult expectations, it is possible to explore those circumstances which seem to influence an increase in the number of positive predictions the educator can make about the consequences of his or her newly acquired behavior.

The mental process described by Rogers and Shoemaker (1971) as that "through which an individual passes from first knowledge of an innovation

to a decision to adopt or reject--and to confirmation of this decision--is of special interest to us here. Even when the educator has decided to accept and integrate the premise of a new method, confirmation for that decision will be continually sought. It is as if to say that if for any unreasonably prolonged 'moment' the cost-benefit ratio is out of kilter, a covert, if not overt reversal of that commitment could actually occur.

Unlike the intermittent or delayed schedules of reinforcement administered to students, the educator "schedule", if more subtle, is far more demanding. A comparison of these schedules could not only help identify factors perceived by educators as necessary to their investment in change, it might also question the dual standard for "learning" which appears in the two populations, as is suggested by the following:

Educators acquiring new behavior expect:

- A high "expert" salience of those proposing change;
- That the setting in which new learning occurs will be "neutral", e.g. not unduly influenced by any one educational level, subject, or interest group;
- That new learning will be shown to have immediate consequences in practice;
- Ego support from professional colleagues in terms of dialogue, shared progress, esteem;
- Increased responsibility and differentiated behavior will yield differentiated "pay";
- Access to self-defined expertise;
- Genuine involvement with the educational decision-making process; and
- A supportive administrative climate during the period of testing, implementation and evaluation.

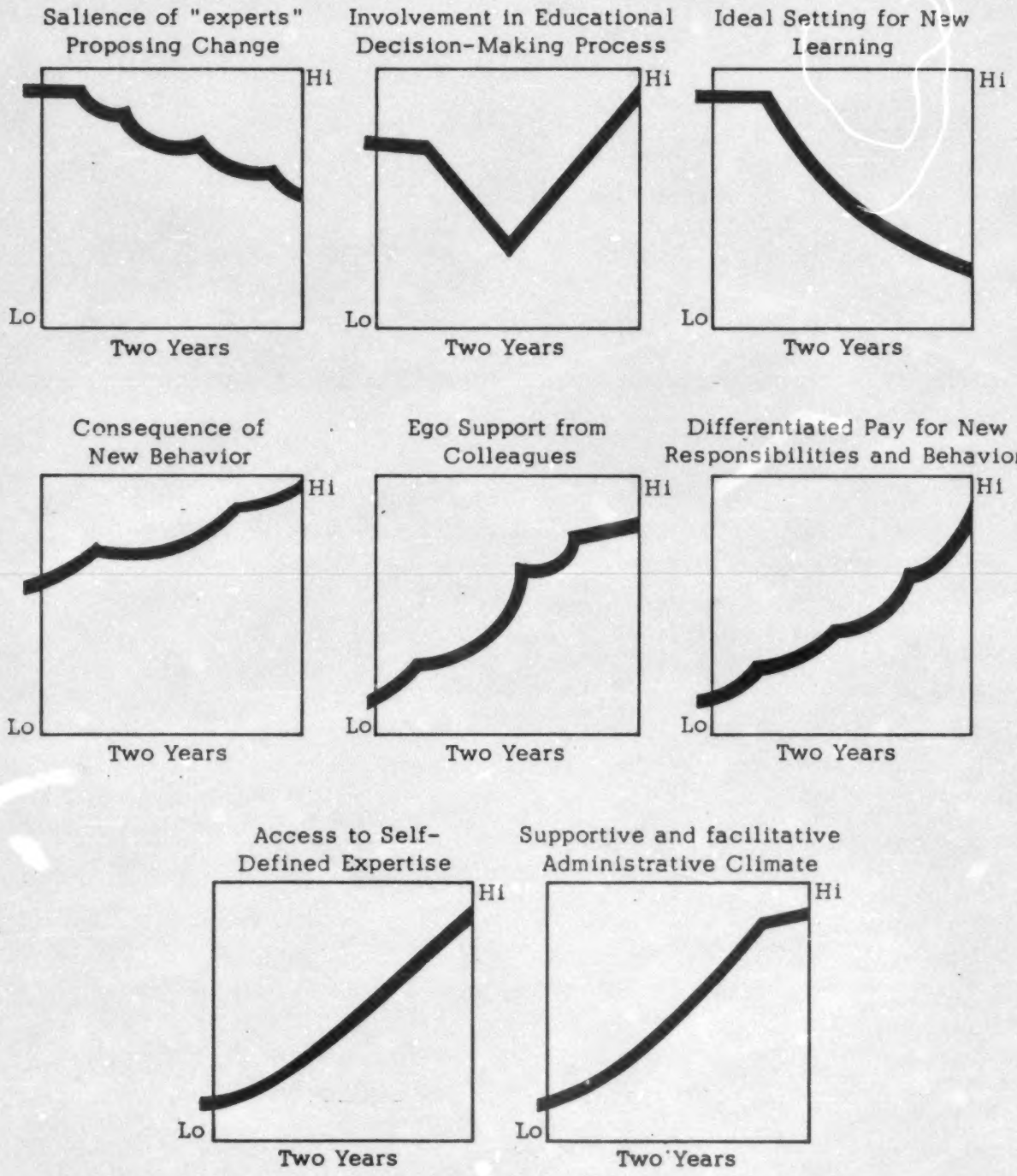
On the other hand, students acquiring new behavior 'typically' find that--

- The educator position holds an "expert" portfolio;

- The same setting is considered sufficient for all varieties and applications of learning;
- Learning is viewed only in cumulative dimension, its usefulness is explained in vertical as opposed to lateral or current dimensions;
- The " educator model" is the only 'accepted' ego referent and feedback agency;
- Differentiated behavior and responsibility is discouraged in favor of classroom homogeneity;
- Available resources are those which are acceptable to authority;
- The likelihood of access to procedural decisions is no greater than chance; and
- The likelihood of 'supportive' classroom climate is also no greater than chance.

These eight components, analyzed through an in-service experience and through their subsequent impact upon educational practice, show that varying weights are attached by educators to their importance over time. When ranked in the first, second, and third year after intensive professional development experiences in Career Education, these weightings were "explained" as shown in Figure 4 on the following page.

Figure 4. Effects of Time Upon the Expectations of Educators Involved with Change



Some comment on these patterns is in order. Only two categories--salience of experts and setting for new learning--indicate a continued reduction in importance to these educators. It appears that only occasional contact with "outside" expertise was required after the concept of Career Education was presented by a respected authority. Also noted was evidence that additions to a growing skills repertoire could be obtained in less than ideal surroundings when their facilitation by local and state personnel associated with these participants was assured.

In contrast, the increasing value assigned to the remaining categories supports the hypothesis that, over time, responsibility for the implementation of change will influence the number of participatory management and resource options cited as both reasonable and desirable by those involved. The fact that these particular educators grew more open in their research for access to these options is no less significant than is their report that this behavior, while not the guarantee of access, was encouraged by educational management. If what we suspect is true--that the institutional posture represented by local educational leaders is also changing--it is reasonable to hypothesize that the response of institutions sensing the need for change was both stimulating and accommodating parallel behaviors in these practitioners.

The decision of educational policy makers to become involved in a broader network of human resource management extends institutional reward options beyond those traditionally associated with the supervision and "standardization" of practitioners. As a result, leadership personnel can view comparable behavior in practitioners as the source for that internal energy reserve necessary to institutional stability during the period when a change is absorbed.

Some insight into those factors described by practitioners as exerting a strong influence over their continued involvement in Career Education can be observed in these excerpts from a three year log.

August, 1971 "...After eleven years, thought I'd run the gamut of inservice procedures so expected that our first skills workshop in Career Education would follow the pattern of reading and reviewing materials someone else had put together. Glad I was wrong! State Education staff had laid the groundwork months before with our local Superintendents and school administrators for an agenda which put us all together as learners. Kept busy from morning till night absorbing and reacting to all kinds of people who got us thinking and involved in designing new approaches to teaching and counseling. Pretty believable people too; students, parents, employers, philosophers, sociologists--along with colleagues from other school districts who demonstrated some practical and exciting methods. We spent part of every day drawing together what we had seen and heard into a plan for our own schools. Some teams concentrated on student objectives and activities, others on curriculum revision. Ours decided to describe the changes in our own methods which would have to occur if Career Education was going to happen for our kids. We left the session with specific channels for communication and feedback established, from State through local and inter-school colleagues.

January, 1972 "...For the first time I can remember, a plan created during in-service is being given serious attention and back-up. Administration expects our team to meet regularly, to share progress with staff, and to recommend scheduling adjustments necessary to test our differentiated staffing plan. This new kind of dialogue, combined with the challenge of doing something important for kids, is adding up to something I'm not sure I can pin down yet! One thing is certain--I've never worked so hard in my life!

June, 1972 — "...No big miracles, but hundreds of small ones. As a commuter, I had never really seen this community where most of my students live. It's been an eye opener to lay the groundwork for next fall. Now that the team has grown to include voluntary representation of all grades and subjects, administration is supporting our strategy of combining several classes in interdisciplinary activity. This also permits us to schedule faculty research in the community during school hours. (Funny how unwilling any of us are to conclude those meetings at 4:00 p.m. sharp, particularly when we are discovering how many ambassadors for reading, writing, and arithmetic are out there.)

January, 1973 — "...Everything (and every one) seems to be coming together. This school has got to be the most crowded place in town--with a ratio of two adults serving as learning resource to every thirty students. The boss has encouraged us to share our program evaluation design, not only with the local school board as we have done, but with the entire community. Says this will give us experience in representing institutional goals by personalizing them in terms of what we hope can happen for students--and what we're finding we can or can't do without the community's help. (Don't know if I could have done this a year ago, but since we've been given access to some of the headaches as well as the perks of administration, it's a lot easier to estimate a professional model more of us can live with.)

June, 1973 — "...No let up in sight. Third series of regional workshops are coming up next month and those of us trained in 1971 have been asked to assume leadership roles. We're to put our discoveries on the line--both rough and smooth--as to the limitations and strengths of our dreams and plans. Certainly we've discovered weaknesses in our own strategies and will recommend more emphasis on developing specific instructional and career guidance skills. Other schools have reported that they didn't spend the time we did on interdisciplinary and community effort and wish they had. I guess it'll be no surprise that we'll draw from all of these findings and still some up with the conclusion that good career education takes a lot more educator planning

time than anyone had estimated. Know that if there's one message I can bring, it will be to never underestimate the excitement and productivity of a group of adults coming together from various turfs with nothing but kids on the agenda. The sharing of information, the lack of "secrecy"--all of this adds up to each of us competing with our own past performance--not each other.

January, 1974 "...Assessing where you are, where you've been and where you're going is never easy, particularly when you're reporting to a public as committed to an educational benefit as you are. Sixty per cent of our district's schools presented at a Board sponsored town meeting tonight, and the place was packed. Students and staff gave an interim progress report which lined up the differences they and an impartial computer had found in "new" learning for both groups as well as comparing grade point average of students involved or not involved in Career Education. We had predicted that we would all learn more about the world of work but had made no pie-in-the-sky claims about significant differences in scholastic gains. The fact that some students, at certain grade levels, in certain subject areas in these schools did raise their achievement test scores was defined as an area for future research rather than a premature declaration of significance. I guess what really capped the meeting was the community's expression of faith and support. One particularly conservative group summarized it pretty well. Their speaker looked our Superintendent in the eye and said, 'Since the day you made us important to you, you've allowed us to see the useful distinctions--as well as similarities--between us. If this is happening for our young people in the schools, we will bend every effort to be as open with them as you have been with us'..."

Absent from this log is any reference to an expected or achieved increase in educator "pay" for the increased responsibility associated with change. It is doubtful whether the examination of a dozen records would reveal such a reference. Yet observation and informal interview over this brief time period would indicate that beyond the intrinsic pay underlined

throughout these excerpts, some few of these practitioners are being recognized both financially and professionally by the educational community.

It is interesting to note--as we now move toward summarization--that virtually every reported emotional-economic "promotion" associated with Career Education has enabled that practitioner to maintain, if not increase, the range of human contacts already established from his or her educational base. For in spite of new office or title, these individuals refuse to isolate themselves from the social/professional coalitions to which they had made contributions. They offer one wry word of warning:

> "We are fast recognizing that we will have to surrender some of our past mobility and begin to distribute some of this enormous task to others. It's too easy to forget that we were able to achieve because other leaders had that kind of intelligence."

SUMMARY

The sheer weight of information and experience from which educators must extract curriculum decisions requires, in the final analysis, a series of less than perfect choices. Yet these choices must continually be made; not only as to which of these data can be transformed into defensible and enlightening learning experiences, but how and by whom these experiences can be conveyed.

It is to the point of this last reference that this paper has been written; the question of who will convey these experiences and how that individual will look.

We do know that practitioners are learning, along with their students, to place less emphasis on those behaviors which are the inherited and

often involuntary responses of and to the past, and more upon the abilities necessary to effectively employ limited resources, partial information, and relatively few theoretical absolutes. They are becoming, as they've asked their students to become, more--rather than less--discriminating, and less--rather than more--accepting of learning constructs which do not reflect either today's learner or today's world.

But even these distinctions are insufficient in the face of an over-abundance of young and highly trained graduates of teacher and counselor education programs who are anxious to display them. Those who employ educators now expect a visible kind of tie-breaking competency in both its tenured as well as its applicant practitioners; the kind of expectation which is couched in the question, "Yes, but what else can you do?"

In this question is a great deal of conventional wisdom to which many educators will wish to respond. They will recognize in it an open pursuit of their differences and the clearly stated intention to use these differences. The second language, the work with handicapped swimmers, the local newsletter, and the summers spent in filling orders for custom-made furniture; all of these will count. And it is not without much of the same confidence and delight expressed by youngsters competing for their first jobs that these educators will seize with alacrity the opportunity to recall and/or display these skills in the professional setting.

In light of these things, would the educational change we have named Career Education have come about even without the sanction of a national thrust? If we can never know the truth of that conjecture, we can be certain that the era in which educational hypothesis-testing was conducted largely in the abstract has drawn to a close. Today's educational leaders

find it impossible to envision, given the growing intimacy of our social institutions, any change which fails to publicly account for that intimacy. Not only must they propose learning constructs which "will not worsen" the present disequilibrium of physical and cultural systems, these constructs must also predict an increase in individual options for achieving compromises with, if not mastery of, those systems.

These terms of change are not the harsh dictates of an unreasonable society. On the contrary. Educators have dictated them to each other. So it is for reasons beyond the maintenance of credibility and the demonstration of economy that educational leadership is actively encouraging the development of the new relationships and skills that we have come to associate with practitioners involved with Career Education.

One of these reasons is, quite simply, to begin to deliver on a series of increasingly ambitious educational promises whose lack of fruition may well have resulted in Career Education. Another is to become truly conversant with a world they think needs changing before any considerations for change are ever proposed. But finally, and to the point of this paper, educational leadership sees, in the persons and behaviors of these particular educators, a model of professionalism which appears to have achieved an equitable balance between the goals of an institution and the individual goals of its members.

Not only do these individuals--

avow faith in and display expertise with those knowledges and skills related to particular educational domains

and

employ methods and resources whose range, character, and spirit can be distinguished from those employed by an 'amateur' [sic]

They can be observed as...

> *influencing the institutional nature and discharge of this, their chosen vocation, to the degree that more are served and more can demonstrate the importance of that institution's existence.*

Only time can determine the efficacy of this model in a future few of us can predict with any certainty. Yet there is considerable comfort in the knowledge that today's educators will exact from any future definition of professionalism a far more explicit understanding of their roles in implementing a changing institutional image.

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